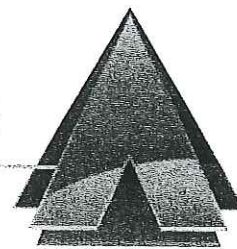


# CAREER GUIDANCE

## WASHINGTON



### LESSONS FOR GRADES 6-12

#### WHAT IS CAREER GUIDANCE WASHINGTON?

Career Guidance Washington is a series of lessons that introduce students and their families to the requirements, opportunities, and programs offered in Washington State to help students make the most out of high school and prepare for college and career. The lessons include guided introductions to:

- ▶ **High school graduation requirements**, including information on Washington's course requirements, testing requirements, the High School & Beyond Plan, and the culminating project.
- ▶ **College admission requirements**, including information on the College Academic Distribution Requirements for Washington postsecondary institutions.
- ▶ **College exploration opportunities**, including Washington's public colleges, the State Board for Community & Technical Colleges' Check Out A College, and local apprenticeship opportunities.
- ▶ **Career exploration opportunities**, including the Workforce Training Board's Career Bridge and the Department of Labor & Industries' Explore Apprenticeship.
- ▶ **Scholarship opportunities**, including the College Bound Scholarship, TheWashBoard.org scholarship match, and the Higher Education Coordinating Board's financial aid resources.
- ▶ **Advanced, dual credit, and career-focused educational opportunities**, including Running Start, Tech Prep, STEM, CTE, and other opportunities.

The lessons build on the wealth of materials available from Washington agencies and educational institutions to provide guidance that is specifically designed for Washington students and their families.

Each Career Guidance Washington lesson contains:

- ▶ **A step-by-step lesson plan**, designed to be easy to use. Each includes a 15-minute core activity, 30 minutes of enrichment activities, and suggestions for more detailed explorations as desired. Each lesson is aligned with academic and guidance standards.
- ▶ **A student worksheet**, to give students more information about the resource they have explored and allow them to demonstrate their knowledge.
- ▶ **A handout** for families or teachers explaining the resource, requirement, or program in more detail.

The Career Guidance Washington lessons can be integrated with Navigation 101 or can be used on their own, and can be adapted or translated to meet the needs of Washington's diverse community of learners.





## PREPARING FOR HIGH SCHOOL

### GR 6-7 ▲ HIGH SCHOOL & BEYOND PLAN

#### LESSON GOALS

- ▶ Students will identify their interests and academic plans for high school.
- ▶ Students will describe the High School & Beyond Plan requirement and complete an early draft.

#### ALIGNMENT WITH STANDARDS

- ▶ **Essential Academic Learning Requirements Grade 7 Grade Level Expectations:** This lesson is aligned with Communication 1.1.2 and Writing 2.2.1 and 3.2.2. Students will use listening and observation skills to interpret information. They will write in a specific format following a specific prompt and will use appropriate terminology and language.
- ▶ **Common Core State Standards Grade 7:** This lesson is aligned with English Language Arts Writing 4, Language 6, and Speaking and Listening 1b. Students will produce clear and coherent writing based on a specific prompt and using appropriate, domain-specific language. They will follow rules for collegial discussions in a small group.
- ▶ **American School Counselor Association National Standards:** This lesson is aligned with ASCA Academic C1.6 and Personal & Social A1.2 and B1.9. Students will learn about how school success and academic achievement enhance future opportunities. They will identify values, attitudes, and beliefs, and will identify short- and long-term goals.

#### MATERIALS NEEDED

- ▶ Computer, projector, screen for teacher to show *Preparing for High School* Power Point (if desired).
- ▶ *Preparing for High School* Power Point file (script can be found in this document).
- ▶ *High School & Beyond Plan Worksheet* for students.
- ▶ *Introducing the High School & Beyond Plan Family Handout* to share with families.

#### CORE ACTIVITY

**Discuss students' interests and plans.** Divide students into groups of two or three. Have them spend a few minutes answering two questions: What seems most exciting when they look ahead to high school? What do they think will be most challenging? Ask for a volunteer from each group to summarize their discussion. Discuss with the whole group: overall, do your students think high school will be exciting? Why or why not? (5 minutes)



**Complete a High School & Beyond Plan Worksheet.** Explain that high school is a very important time. It will be as exciting and rewarding as students make it. Part of making high school rewarding is planning ahead to take advantage of the opportunities that will be offered. Tell students that they are going to start planning ahead today – by thinking about how they might make their time in high school count. Distribute the **High School & Beyond Plan Worksheet** and help students as they complete the checklist.

Tell students that before they graduate from high school they will need to complete a formal High School & Beyond Plan, which will be more detailed than the checklist they just completed, and which will summarize how well they used their time in high school to prepare for the future.

Discuss with them why it's important for them to consider how the work they do today affects what they will do in the future: their choices and actions today while they're in middle school will affect the work they do in high school and the opportunities they have after high school. (10 minutes)

### ENRICHMENT ACTIVITIES

**Show the *Preparing for High School* Power Point.** Ask for a show of hands: How many students know what types of classes they want to take when they're in high school? How many students know why it's important to choose courses during high school?

Tell them that the work they do during high school is very important in setting their direction for their lives when they grow up. To prepare for high school, it's important for them to make the most of their time in middle school. Show the ***Preparing for High School*** Power Point. (There is a script on the next several pages.)

This presentation is particularly focused on the State of Washington's requirements for high school graduation, because it's important for students to understand early what they must do to succeed in high school. Please feel free to supplement this presentation with information about your school district's high school requirements (which may be more stringent than the statewide requirements).

This presentation also introduces the types of requirements students must meet to prepare for postsecondary: the College Academic Distribution Requirements (CADRs) that are the minimum required for admission to a Washington four-year public college or university; and the recommended course credits for a highly selective college or university. The presentation also addresses the requirements to meet standard on State exams, complete a Culminating Project, and prepare a High School & Beyond Plan. (15-20 minutes)

**Review student worksheets.** After students have seen the ***Preparing for High School*** Power Point, ask if their ideas about what they might do in high school have changed. If you wish, have students return to their **High School & Beyond Plan Worksheets** (either individually or in small groups) and update those worksheets to reflect what they have learned about what they will do during high school. (10 minutes)



## EXPLORATION OPPORTUNITIES

**Present course choices.** If possible, have a school counselor meet with your students and explain the course options they will have for next year, and the registration process they need to complete. Although most middle school students don't have many choices about courses, they should understand the options they have for:

- ▶ Opportunities to apply for or test into advanced or honors courses (such as advanced math)
- ▶ Opportunities to start high school-level courses while in middle school (such as world languages)
- ▶ Extracurricular activities, sports, and clubs
- ▶ Career exploration opportunities in middle school and high school

**Discuss course registration and high school requirements with families.** If you wish, you might want to welcome families to the school for student-led conferences or a registration fair. During this time, you can share information about your classes and activities, the State's high school graduation requirements, and the important choices students will need to make about courses and activities to prepare for high school.

## WASHINGTON STATE RESOURCES

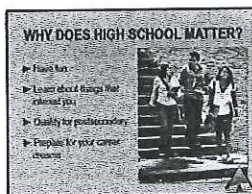
- ▶ **OSPI Graduation Toolkit:** [www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx](http://www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx)  
Information for students, families, and teachers about high school graduation requirements.
- ▶ **State Board of Education:** [www.sbe.wa.gov](http://www.sbe.wa.gov)  
Minimum high school graduation requirements for Washington State
- ▶ **The State Board of Education's handout about the HS & Beyond Plan:**  
[www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf](http://www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf)



## PREPARING FOR HIGH SCHOOL POWER POINT SCRIPT

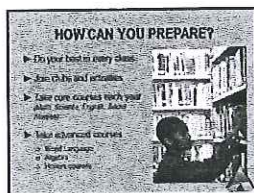


This presentation can be used by a school counselor or teacher to help students in 6<sup>th</sup> and 7<sup>th</sup> grade start thinking about high school. Students in middle school generally don't have a great amount of choice in the courses they take and often don't think their classes are meaningful for their future. Yet, it is crucial that students in middle school understand the importance of doing well in school, planning to take advanced courses when possible, and preparing for success in high school. *This presentation presents statewide information – it can and should be supplemented with information that is specific to your school district.*



Many middle school students don't know why their courses matter. High school seems like it's a long way away. But courses in middle school DO matter. They help students prepare for high school and, in many cases, they determine what courses students are eligible to take during high school. In turn, high school courses will determine whether students are qualified for the postsecondary program of their choice and ready to succeed there.

It's important for students to realize that getting into a postsecondary program – 4-year college, 2-year community college, trade or technical school, or an apprenticeship program – will likely have admission requirements that students may need to start working on from their very first year in high school. Courses during middle school also help students prepare for their career dreams, both by giving them a good academic foundation and by allowing them to explore different career areas.

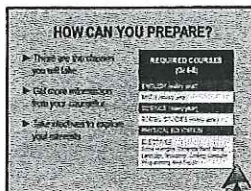


Students in middle school don't typically have a lot of choice about the courses you take. However, you should be strategic about their courses. You should try to do as well as possible in required and elective classes and should demonstrate a willingness to work hard to learn. Your performance may determine where you are placed in high school and what courses you are eligible to take... so leave your options open by working hard. You should take core courses each and every year during middle school and high school. This means Math, Science, English, and Social Studies each year. Even if you have a choice, be sure to take the basics.

While you're in middle school, you should take advanced courses if that is possible. Students who can take Algebra I during 7<sup>th</sup> or 8<sup>th</sup> grade can start high school ahead in math and have the opportunity for Calculus or other advanced math options. Students who can begin high school-level world language classes during middle school can get farther ahead during high school and meet postsecondary admission requirements more easily. Studies show that the rigor of a student's high school course load is a key determining factor of postsecondary success – preparing in middle school will help ensure that success.



## PREPARING FOR HIGH SCHOOL POWER POINT SCRIPT, Continued



**NOTE that this slide should be supplemented with your school's requirements and available elective opportunities for grades 6-8.**

Middle schools generally require students to take core courses each year in: English, Math, Science and Social Studies. Most schools also require some amount of Physical Education and/or Health. Most schools also offer a rich variety of elective courses that students can choose.

**Make sure that your students know what is required to move on to high school.**

Depending on what your school offers, middle school electives can be a great way for you to build a skill, prepare for high school, or explore career skills.

If students are interested in exploring a skill in the fine or performing arts, electives such as band, orchestra, choir, drama, or art can help them solidify their skills and prepare for high school.



Many schools also offer electives that can help students prepare for Career & Technical Education opportunities during high school. Courses such as wood shop, metal shop, computer programming, or cooking can help students learn more about a career area of interest and gain skills in the process.

Electives can also give middle school students the opportunity to supplement their academic strengths. Courses in creative writing, environmental science, or other advanced science, math, or world language courses can help students start high school ahead.



Extracurricular activities can also be a great way for students to prepare for high school. You should consider joining at least one extracurricular activity or sports team. Joining an activity can help you develop skills, show commitment to a skill, and even meet new friends.



Course registration during middle school is easy. It is more complex during high school. However, you will receive help to make choices that help you reach your postsecondary and career goals. During 8<sup>th</sup> grade, you will develop a high school plan for 9<sup>th</sup> grade as you learn more about the requirements you'll need to meet to graduate from high school and to be eligible for college admission.

As high school freshmen, you will set a Four-Year Plan that will outline the courses you plan to take during high school. This plan will help you think strategically about what courses you will need to be prepared for your postsecondary plans.



## PREPARING FOR HIGH SCHOOL POWER POINT SCRIPT, Continued



The State of Washington has four requirements for students to graduate from high school. Students must:

- Earn high school credit (at least the minimum high school graduation requirements);
- Meet standard on state tests, including the High School Proficiency Exam and end-of-course exams;
- Complete a Culminating Project; and
- Prepare a High School & Beyond Plan.

**NOTE that this slide should be supplemented with information about your school district's high school requirements.**

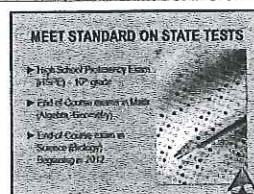
Students in high school need to think about several types of credit requirements:

First are the state's high school graduation requirements. These are the MINIMUM number of course credits needed to graduate from high school. This slide lists the statewide requirements. The requirements will be increasing in 2016. Please note that the 2016 high school graduation requirements were adopted by the State Board of Education in November 2011. Districts may seek a two-year extension to implement the new Language Arts, social studies, and elective requirements (until the Class of 2018). In addition, the State Board of Education has adopted a 24-credit requirement for high school graduation that will be phased in over time as funding allows.

Category	Course	Credits	Notes
English	English I	1 credit	
	English II	1 credit	
	English III	1 credit	
	English IV	1 credit	
Math	Math I	1 credit	
	Math II	1 credit	
	Math III	1 credit	
	Math IV	1 credit	
Science	Science I	1 credit	
	Science II	1 credit	
	Science III	1 credit	
	Science IV	1 credit	
Social Studies	Social Studies I	1 credit	
	Social Studies II	1 credit	
	Social Studies III	1 credit	
	Social Studies IV	1 credit	
Electives	Elective I	1 credit	
	Elective II	1 credit	
	Elective III	1 credit	
	Elective IV	1 credit	
Physical Education	Physical Education I	1 credit	
	Physical Education II	1 credit	
	Physical Education III	1 credit	
	Physical Education IV	1 credit	
Art	Art I	1 credit	
	Art II	1 credit	
	Art III	1 credit	
	Art IV	1 credit	
Music	Music I	1 credit	
	Music II	1 credit	
	Music III	1 credit	
	Music IV	1 credit	

Next are your district's graduation requirements. Many school districts impose more rigorous minimum requirements than the state's.

Students should also consider the College Academic Distribution Requirements (CADRs) or the minimum course credits students need to be eligible for admission to a Washington State public four-year college or university. These CADRs are also minimums – many colleges require more. Selective colleges require significantly more credits.



To graduate, students must also meet standard on the State's exams:

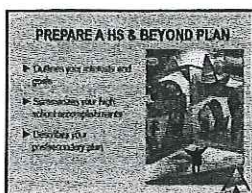
- They must meet standard on the High School Proficiency Exam (HSPE) in 10th grade;
- And they must meet standard on the End-of-Course exams in math and biology (beginning in 2012)



Next, students must complete a Culminating Project to receive a Washington State high school diploma. The Culminating Project is completed during senior year, and the specific requirements are set by each district. In many districts, students make a formal presentation of their portfolios.

## PREPARING FOR HIGH SCHOOL POWER POINT SCRIPT, Continued

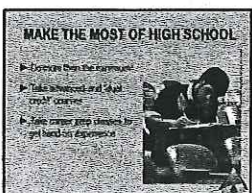
Finally, students must prepare a High School & Beyond Plan. This plan includes information on:



- a) Personal interests, abilities, and relationship to current career goals.
- b) Four-year plan for course-taking that is related to graduation requirements and the student's interests and goals, including consideration of dual credit opportunities within such a plan.
- c) Research on postsecondary training and education related to one's career goals, including comparative information on the benefits and costs of available choices.
- d) Budget for postsecondary education or training and life, based on potential education and training choices.
- e) Participation in a postsecondary site visit(s).
- f) Completion of an application for postsecondary education and training.
- g) Completion of a resume or activity log (1-page summary of your accomplishments).
- h) Identify assessments that may assist in planning or are required to achieve educational/career goals.
- i) Should relate to the student's Culminating Project.

Students will have a great deal of choice about their courses when they are in high school. It's important that they understand the options that are available ahead of time so that they can take full advantage.

Researchers have found that the rigor of a student's high school course load is a key determinant of that student's success in postsecondary. Thus, it's crucial that students take the most advanced courses possible.



To take advantage of these programs, though, students need to know about them. In particular, they should be aware of three different types of opportunities:

- For advanced courses, such as honors courses, International Baccalaureate (IB) programs or Advanced Placement (AP) opportunities
- For dual credit courses (such as Tech Prep, AP, and Running Start) that give students the opportunity to earn college credit while in high school
- For Career & Technical Education (CTE) courses and programs, that may include pre-apprenticeship and other hands-on learning opportunities

Because many of these course opportunities have prerequisites, it's important that students know about them from their first days in high school – so that they can prepare.

***Please feel free to customize the next group of slides or add slides with information specific to your school district's programs.***



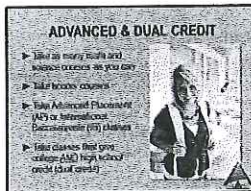
## PREPARING FOR HIGH SCHOOL POWER POINT SCRIPT, Continued

Advanced courses, often called "gatekeeper" courses, are a key determinant of students' success in postsecondary. Students are encouraged to take as rigorous a course schedule as possible. That includes taking as many years of math and science as possible, and being aware of the prerequisites for higher-level math and science courses.

Students should also know whether your high school offers honors courses and what they must do to apply for honors. Honors courses typically cover more material and more advanced material so that students can more quickly move on to advanced courses.

Students (and their families) should know about any special programs your school offers, as many of these programs may require a commitment during freshman year. Special programs may include International Baccalaureate or the opportunity to take Advanced Placement courses.

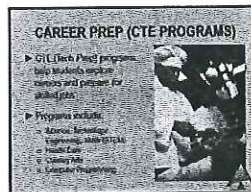
Dual credit programs give students the opportunity to earn high school and college credit simultaneously. In some cases, students earn college credit automatically for completing a course; in other cases, students must score above a certain level on an exam to earn college credit. (Note that in all cases, the transferability of college credit will depend on the student's ultimate postsecondary choice.) Dual credit programs are valuable as they help build confidence and competence while reducing costs, as cost is lower than college tuition (the 3 C's). Some dual credit programs are courses offered within the high school; others require students to travel to a skills center or college.



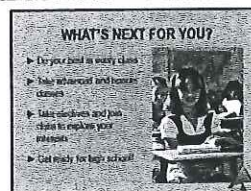
In addition to their core courses in high school, students will also have the opportunity to explore career interests through Career & Technical Education (CTE) courses and programs.

Students' options will vary depending on what your district offers. However, students should know to look for these opportunities for applied learning in fields such as nursing, culinary arts, construction, engineering, computer programming, and other fields.

CTE opportunities may include courses, district-wide skills centers that students attend for half days and Tech Prep programs through which students receive college credit while in high school.



Students in 6<sup>th</sup> and 7<sup>th</sup> grade should realize that the work they do today is preparing them for the future. They should strive to do their best in every class, take the most advanced courses possible, get involved in outside activities... and get ready for high school.







## PREPARING FOR HIGH SCHOOL

### HIGH SCHOOL & BEYOND PLAN WORKSHEET (GR 6-7)

Name: \_\_\_\_\_

#### WHO ARE YOU?

Think about all the things you like to do. Write down three interests – maybe playing soccer or playing guitar or hiking. Then write a sentence about what you can do at school or at home to build on your interests. Maybe you can play a school sport or join a club.

Three of my interests are: \_\_\_\_\_

I can build on my interests by \_\_\_\_\_

#### HOW ARE YOU DOING IN MIDDLE SCHOOL?

You are in your first or second year of middle school. How are you doing? What can you do to improve?

To do better in school, I can \_\_\_\_\_

#### WHAT DO YOU WANT TO DO IN HIGH SCHOOL?

What do you hope to accomplish when you are in high school? Check all that apply.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Join a sports team       | <input type="checkbox"/> Join clubs & activities            | <input type="checkbox"/> Play a musical instrument  |
| <input type="checkbox"/> Get a high GPA           | <input type="checkbox"/> Take honors & advanced classes     | <input type="checkbox"/> Take 4 years of math       |
| <input type="checkbox"/> Take 4 years of science  | <input type="checkbox"/> Take a world language              | <input type="checkbox"/> Get a part-time job        |
| <input type="checkbox"/> Be in school government  | <input type="checkbox"/> Help out other students            | <input type="checkbox"/> Volunteer in the community |
| <input type="checkbox"/> Take career prep courses | <input type="checkbox"/> Learn about postsecondary programs | <input type="checkbox"/> Graduate on time           |

#### WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?

Based on what you know today, what do you think you want to do after high school?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Get a job right away        | <input type="checkbox"/> Find an apprenticeship | <input type="checkbox"/> Finish a 1-2 year program |
| <input type="checkbox"/> Get a 4-year college degree | <input type="checkbox"/> Go to graduate school  | <input type="checkbox"/> Join the military         |

My ideal job would be: \_\_\_\_\_

I would like this job because \_\_\_\_\_



## PREPARING FOR HIGH SCHOOL

### INTRODUCING THE HIGH SCHOOL & BEYOND PLAN

#### FAMILY HANDOUT

#### WHAT IS REQUIRED TO GRADUATE FROM HIGH SCHOOL?

To graduate from high school in Washington, students must meet four requirements. They must:

- ▶ **Earn high school credit.** Students must earn at least 19 course credits in math, science, social studies, English, world languages, and other subjects. The State sets a minimum number of credits required to graduate. Your school district may have higher requirements. Students who want to go to a four-year college will need to meet even higher requirements.
- ▶ **Meet standard on State tests.** Students must meet standard on the High School Proficiency Exam (HSPE). They must also meet standard on end-of-course exams in math and science (beginning 2012).
- ▶ **Complete a culminating project.** During senior year, students must complete a final project. The requirements for this project are set by your school district.
- ▶ **Prepare a High School & Beyond Plan.** Students must write a plan about what they have accomplished in high school and what they plan to do after graduation.

#### WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

Students who are well prepared for high school do better in their classes. To help them prepare, many schools have students begin working on a High School & Beyond Plan while they are still in middle school. That way, students can think about their interests and understand how their work in middle school will help them prepare to take advanced classes during high school.

You can learn more about the High School & Beyond Plan at the State Board of Education's web site:  
[www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf](http://www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf).

#### HOW CAN I HELP PREPARE MY STUDENT FOR HIGH SCHOOL & BEYOND?

Students should work hard in middle school to be ready to succeed in high school. They should find out if they can take advanced classes (such as advanced math or a world language). Students should take elective classes to explore their interest, and they should also join at least one school club or activity. Your school counselor can help your student make the most of middle school and prepare for high school.

#### HOW CAN I LEARN MORE ABOUT HIGH SCHOOL GRADUATION REQUIREMENTS?

The Washington State Office of the Superintendent of Public Instruction (OSPI) has posted information about the requirements to graduate from high school in Washington. These requirements and OSPI Graduation Toolkit can be found at: [www.k12.wa.us/graduationrequirements](http://www.k12.wa.us/graduationrequirements).





## PREPARING FOR HIGH SCHOOL

### GR 8 ▲ HIGH SCHOOL & BEYOND PLAN

#### LESSON GOALS

- ▶ Students will identify a goal for life after high school.
- ▶ Students will describe the High School & Beyond Plan requirement and complete an early draft.

#### ALIGNMENT WITH STANDARDS

- ▶ **Essential Academic Learning Requirements Grade 8 Grade Level Expectations:** This lesson is aligned with Communication 1.1.2 and Writing 2.2.1 and 3.2.2. Students will use listening and observation skills to interpret information. They will write in a specific format following a specific prompt and will use appropriate terminology and language.
- ▶ **Common Core State Standards Grade 8:** This lesson is aligned with English Language Arts Writing 4, Language 6, and Speaking and Listening 1b. Students will produce clear and coherent writing based on a specific prompt and using appropriate, domain-specific language. They will follow rules for collegial discussions in a small group.
- ▶ **American School Counselor Association National Standards:** This lesson is aligned with ASCA Academic C1.6 and Personal & Social A1.2 and B1.9. Students will learn about how school success and academic achievement enhance future opportunities. They will identify values, attitudes, and beliefs, and will identify short- and long-term goals.

#### MATERIALS NEEDED

- ▶ **High School & Beyond Plan Worksheet** for students.
- ▶ **Preparing for High School & Beyond Family Handout** to share with families.
- ▶ **Sheets of paper with one of these words on each:** Interests, Classes, Postsecondary, Paying for College, Exams (for classes that are doing the Enrichment Activities).

#### CORE ACTIVITY

**Share goals for life after high school.** Ask each student to take out a piece of paper and a pen. On the paper, have them write in big letters, "In 10 years, I will be..." Then give them 1 minute to finish the phrase with a word or sentence that describes a dream for life 10 years from now.

When you call time, allow students to fold the paper and put it away to keep it private. But, if you have willing volunteers, ask for several to read their statements. Briefly discuss how students hope to get from today to their dream for 10 years from now. (5 minutes)



**Complete a High School & Beyond Plan Worksheet.** Distribute the **High School & Beyond Plan Worksheet** and help students as they complete the checklist. Tell students that before they graduate from high school they will be required to complete a full **High School & Beyond Plan** that will include detailed information on their interests, classes, and plans for life after graduation.

This worksheet will be an early draft of that plan. Discuss with them why it's important to consider how the work they do today affects what they will do in the future. Their choices as they prepare to register for 9<sup>th</sup> grade courses will affect the opportunities they have after high school. (10-15 minutes)

### ENRICHMENT ACTIVITIES

**Work in groups on elements of the High School & Beyond Plan.** Divide your students into five groups. Give each group a sheet of paper that has one of these words or phrases written at the top:

- ▶ **Interests**
- ▶ **Classes**
- ▶ **Postsecondary**
- ▶ **Paying for College**
- ▶ **Exams**

Tell students that the words you have passed out are the major issues they will have to address when they write their High School & Beyond Plan in a few years. The work they do on each of these issues over the next few years will help them prepare to be successful in postsecondary and in their dreams for the future.

Ask each group to brainstorm about the word(s) on their paper and jot down ideas for things they can do during the next year or two to learn more about that issue or to develop skills and talents in that area. For example, the group with the word "**Interests**" might write down "join clubs," "take electives," "research postsecondary programs." The group with the words "**Paying for College**" might write down "research scholarships," "develop a budget," etc.

After about 10 minutes, call the students back together and have each group report on the activities they identified based on their word. Discuss how planning ahead can make them better prepared to take advantage of opportunities during high school and better prepared to succeed after they graduate. (20 minutes)

### EXPLORATION OPPORTUNITIES

**Provide course counseling.** If possible, have a school counselor (from your high school) meet with your students and explain the course options they will have for next year, and the registration process they need to complete. Since most middle school students don't have many choices about courses, they will need to understand the range of choices they will have as high school freshmen. If possible, offer individual meetings to help each student plan his or her courses.

**Organize a High School Night for families of 8<sup>th</sup> graders.** If you wish, you might want to welcome families to your school or to the high school for an orientation evening to discuss graduation requirements, academic expectations, extracurricular opportunities, and the registration process. This could be a wonderful opportunity for families to learn how they can guide their students in making the most of their time in high school.

Note that this lesson plan is one of three designed to help 8<sup>th</sup> grade students prepare for their first high school course registration.

1. High school graduation requirements
2. Making the most of high school (high school course planning: dual credit, STEM, CTE)
3. High School & Beyond Plan

If possible, teach all three lessons and then organize a session to share this information with families.

#### **WASHINGTON STATE RESOURCES**

- ▶ **OSPI Graduation Toolkit:** [www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx](http://www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx)  
Information for students, families, and teachers about high school graduation requirements.
- ▶ **State Board of Education:** [www.sbe.wa.gov](http://www.sbe.wa.gov)  
Minimum high school graduation requirements for Washington State
- ▶ **The State Board of Education's handout about the HS & Beyond Plan:**  
[www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf](http://www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf)



## PREPARING FOR HIGH SCHOOL

### HIGH SCHOOL & BEYOND PLAN WORKSHEET (GR 8)

Name: \_\_\_\_\_

#### A GOAL FOR THE FUTURE

Complete this phrase: *In 10 years, I will be...* \_\_\_\_\_

Now, think about how you will get from here to there.

#### INTERESTS

My goal for 10 years from now builds on my interests because I am interested in: \_\_\_\_\_

#### HIGH SCHOOL CLASSES

To achieve my goal for the future, I plan to take the following classes in high school. Check all that apply.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> 3-4 years of math                   | <input type="checkbox"/> 3-4 years of science          | <input type="checkbox"/> 3-4 years of social studies |
| <input type="checkbox"/> 3-4 years of English                | <input type="checkbox"/> 2-4 years of a world language | <input type="checkbox"/> Advanced or honors classes  |
| <input type="checkbox"/> CTE (career prep) classes in: _____ |  |  |
| <input type="checkbox"/> Electives in: _____                 |  |  |
| <input type="checkbox"/> Clubs or sports, including: _____   |  |  |

#### POSTSECONDARY PLANS

To achieve my goal for the future, I will continue to work hard after high school graduation. I will:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Get a job right away        | <input type="checkbox"/> Find an apprenticeship | <input type="checkbox"/> Finish a certificate or 2-year (Associate's) program |
| <input type="checkbox"/> Get a 4-year college degree | <input type="checkbox"/> Go to graduate school  | <input type="checkbox"/> Join the military                                    |

My ideal job would be: \_\_\_\_\_

It would help me achieve my goal because \_\_\_\_\_





## PREPARING FOR HIGH SCHOOL

### PREPARING FOR HIGH SCHOOL & BEYOND

#### FAMILY HANDOUT

##### MAKING A SUCCESSFUL TRANSITION TO HIGH SCHOOL

Congratulations! Your student is about to make a very important move: from middle school to high school. The four years of high school are extremely important. By planning ahead and working hard, your student can make the most of high school and prepare to succeed after graduation.

##### WHAT IS REQUIRED TO GRADUATE FROM HIGH SCHOOL?

To graduate from high school in Washington, students must meet four requirements. They must:

1. Earn high school credit (there is a statewide minimum of 19 credits required to graduate)
2. Meet standard on State tests (the High School Proficiency Exam and end-of-course exams)
3. Complete a culminating project during senior year
4. Prepare a High School & Beyond Plan

##### WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

The High School & Beyond Plan helps students think about their goals for the future and explain what they have done during high school to move toward those dreams. Your student has completed an early version of the High School & Beyond Plan, and will keep working on it each year.

The final High School & Beyond Plan will include information on:

- ▶ The student's interests
- ▶ A four-year plan for courses taken during high school
- ▶ Research on postsecondary programs related to the student's goals
- ▶ A budget for life after high school
- ▶ The student's participation in postsecondary visits
- ▶ A completed postsecondary application
- ▶ A completed resume or activity log
- ▶ A list of exams the student has taken during high school (such as the HSPE or the SAT)
- ▶ Information about the student's senior year culminating project.

You can learn more about the High School & Beyond Plan at the State Board of Education's web site:  
[www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf](http://www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf).







## PREPARING FOR HIGH SCHOOL

### GR 8 ▲ HIGH SCHOOL GRADUATION REQUIREMENTS

#### LESSON GOALS

- ▶ Students will identify their interests and academic plans for high school.
- ▶ Students will describe the minimum course requirements to graduate from high school.

#### ALIGNMENT WITH STANDARDS

- ▶ **Essential Academic Learning Requirements Grade 8 Grade Level Expectations:** This lesson is aligned with Communication 1.1.2 and Writing 2.2.1 and 3.2.2. Students will use listening and observation skills to interpret information. They will write in a specific format following a specific prompt and will use appropriate terminology and language.
- ▶ **Common Core State Standards Grade 8:** This lesson is aligned with English Language Arts Writing 4, Language 6, and Speaking and Listening 1b. Students will produce clear and coherent writing based on a specific prompt and using appropriate, domain-specific language. They will follow rules for collegial discussions in a small group.
- ▶ **American School Counselor Association National Standards:** This lesson is aligned with ASCA Academic C1.6 and Personal & Social A1.2 and B1.9. Students will learn about how school success and academic achievement enhance future opportunities. They will identify values, attitudes, and beliefs, and will identify short- and long-term goals.

#### MATERIALS NEEDED

- ▶ (OPTIONAL) High School Course Catalog for student groups to view.
- ▶ High School Graduation Requirements Family Handout for students (and their families).
- ▶ High School Plan Worksheet for students doing the Enrichment Activities.

#### CORE ACTIVITY

**Discuss students' plans for high school.** Divide students into groups of three or four. If you wish, give each group a course catalog from your high school. Have the groups spend a few minutes looking at the catalog and talking about the types of classes they want to take next year. Ask each student to identify and write down at least one elective course they would like to take next year and to share that idea with the rest of the group. Then, call the students back together and ask each group to share one course that someone in the group wants to take. Write down the list of courses and discuss WHY students have identified these particular courses. For fun? To learn a skill? To get into college? (5 minutes)

**Review high school graduation requirements.** Distribute the **High School Graduation Requirements Family Handout**, and ask students to share it with their families. Explain that students need to do four basic things to graduate from high school in Washington State. They must:

- ▶ **Earn high school credit** by taking classes in a range of subject areas in high school;
- ▶ **Meet standard on State tests**, including the High School Proficiency Exam (HSPE) and end-of-course exams in Math and Science;
- ▶ **Complete a Culminating Project** during senior year; and.
- ▶ **Prepare a High School & Beyond Plan** about the student's goals for high school and postsecondary. *(10 minutes)*

### ENRICHMENT ACTIVITIES

**Discuss high school credit requirements.** Ask for a show of hands: How many students know what types of classes they need to take when they're in high school? How many students think they can use the information in the chart on the handout you passed out to help them choose classes for next year?

Discuss the columns on the handout in more detail. If your district has more stringent requirements than the state, help students write those on their handout.

Then discuss the requirements students must meet to be accepted to a Washington State four-year public college or university. These requirements are called the CADRs (College Academic District Requirements). Students should note that these requirements are HIGHER than the minimum needed to graduate. Then show them that if they want to aim for an even more selective college they should earn the credits listed on the right-hand column, which are even higher than the college admission minimums. Discuss the fact that students should all aim high to give themselves the most options. *(10 minutes)*

**Develop a High School Plan.** Distribute the **High School Plan Worksheets** (either individually or in small groups) and have each student complete a worksheet based on their plans. Ask for volunteers to share their choices with the class. *(15 minutes)*

### EXPLORATION OPPORTUNITIES

**Provide course counseling.** If possible, have a school counselor (from your high school) meet with your students and explain the course options they will have for next year, and the registration process they will need to complete.

Since most middle school students don't have many choices about courses, they will need to understand the range of choices they will have as high school freshmen. If possible, offer individual meetings to help each student plan his or her courses.



**Organize a High School Night for families of 8<sup>th</sup> graders.** If you wish, you might want to welcome families to your school or to the high school for an orientation evening to discuss graduation requirements, academic expectations, extracurricular opportunities, and the registration process. This could be a wonderful opportunity for families to learn how they can guide their students in making the most of their time in high school.

Note that this lesson plan is one of three designed to help 8<sup>th</sup> grade students prepare for their first high school course registration.

1. High school graduation requirements
2. Making the most of high school (high school course planning: dual credit, STEM, CTE)
3. High School & Beyond Plan

If possible, teach all three lessons and then organize a session to share this information with families.

#### WASHINGTON STATE RESOURCES

- ▶ **OSPI Graduation Toolkit:** [www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx](http://www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx)  
Information for students, families, and teachers about high school graduation requirements.
- ▶ **State Board of Education:** [www.sbe.wa.gov](http://www.sbe.wa.gov)  
Minimum high school graduation requirements for Washington State
- ▶ **Higher Education Coordinating Board:** [www.hecb.wa.gov](http://www.hecb.wa.gov)  
Minimum college admission requirements for Washington State four-year colleges  
Brochure on the CADR can be found at:  
[www.hecb.wa.gov/sites/default/files/RevisedMCASOverviewParents-April2011\\_1.pdf](http://www.hecb.wa.gov/sites/default/files/RevisedMCASOverviewParents-April2011_1.pdf)



## PREPARING FOR HIGH SCHOOL

### HIGH SCHOOL GRADUATION REQUIREMENTS

#### FAMILY HANDOUT

To graduate from high school in Washington State, a student must: (1) earn high school credit by taking courses in different subject areas in high school; (2) meet standard on State tests, including the HSPE and end-of-course exams; (3) complete a Culminating Project during senior year; and (4) prepare a High School & Beyond Plan.

What courses should you take to earn the required high school credits? There are several different standards: there is a minimum needed to graduate in Washington State, a minimum needed to graduate in your school district, a minimum needed to apply to a Washington State four-year public college or university, and the recommended amount for highly selective colleges and universities. For more information: [www.k12.wa.us/graduationrequirements](http://www.k12.wa.us/graduationrequirements).

SUBJECT	WA STATE GRADUATION REQUIREMENTS (2013)	WA STATE GRADUATION REQUIREMENTS (2016)*	MINIMUM REQUIREMENTS FOR WA PUBLIC COLLEGES	RECOMMENDED FOR HIGHLY SELECTIVE COLLEGES
ENGLISH	3 credits	4 credits	4 credits	4 credits
MATH	2 credits (3 credits for 2013+)	3 credits	3 credits (Incl math senior year)	3-4 credits
SCIENCE (1 Lab)	2 credits (1 lab)	2 credits (1 lab)	2 credits (2 labs)	3-4 credits
SOCIAL STUDIES	2.5 credits	3 credits	3 credits	3-4 credits
WORLD LANGUAGE	0 credits	0 credits	2 credits	3-4 credits
ARTS	1 credit	1 credit	1 credit	2-3 credits
HEALTH/FITNESS	2 credits	2 credits	Your school district's requirements may be higher than the state minimums. Students must have at least a 2.0 GPA to be admitted to a public college or university in Washington State.	
OCCUPATIONAL	1 credit	1 credit		
ELECTIVES	5.5 credits	4 credits		

\*Note: The 2016 high school graduation requirements were adopted by the State Board of Education in November 2011. Districts may seek a two-year extension to implement the new Language Arts, social studies, and elective requirements. In addition, the State Board of Education has adopted a 24-credit requirement that will be phased in over time as funding allows.





## PREPARING FOR HIGH SCHOOL

### GR 8 ▲ HIGH SCHOOL PLAN

#### WHAT ARE YOUR GOALS FOR THE FUTURE?

What would you like to do when you grow up?

Career Idea #1: \_\_\_\_\_

Career Idea #2: \_\_\_\_\_

Why are those career ideas interesting to you?

---

---

What type of education do you think you will need after high school?

- ☐ A high school education only (explain why): \_\_\_\_\_
- ☐ A certificate or Associate's degree (1 to 2 years) from a community or technical college
- ☐ An apprenticeship (hands-on job training)
- ☐ A 4-year degree (Bachelor's Degree) from a 4-year college or university
- ☐ Post-graduate education (such as a medical or law degree)

#### WHAT CAN YOU DO TO SUCCEED IN HIGH SCHOOL?

Based on what you have learned about high school graduation requirements, what can you do in high school to make sure you are prepared for life after high school?

- ☐ Take 3 or 4 years of math
- ☐ Take 3 or 4 years of science
- ☐ Take career prep (CTE) courses (in STEM, culinary arts, horticulture, computers, etc.)
- ☐ Take a world language (French, Spanish, Chinese, Japanese, etc.)
- ☐ Take specialized classes (music, visual arts, web design, etc.)

I can succeed in high school by: \_\_\_\_\_

---







## MAKING THE MOST OF HIGH SCHOOL

### GR 9-10 ▲ HIGH SCHOOL & BEYOND PLAN

#### LESSON GOALS

- ▶ Students will develop a preliminary High School & Beyond Plan.
- ▶ Students will write a resume or activity log or develop a Program of Study.

#### ALIGNMENT WITH STANDARDS

- ▶ **Essential Academic Learning Requirements Grade 9/10 Grade Level Expectations:** This lesson is aligned with Communication 1.1.2 and Writing 2.2.1 and 3.2.2. Students will use listening and observation skills to interpret information. They will develop a preliminary High School & Beyond Plan and resume in specific formats using appropriate terminology and language.
- ▶ **Common Core State Standards Grade 9-10:** This lesson is aligned with English Language Arts Writing 4 and 8 and Language 6. Students will produce a High School & Beyond Plan and a resume (or activity log) based on a specific prompt and using appropriate, domain-specific language.
- ▶ **American School Counselor Association National Standards:** This lesson is aligned with ASCA Academic C1.6 and Career A2.6 and B2.1. Students will learn about how school success and academic achievement enhance future opportunities. They will learn how to write a resume and demonstrate awareness of the education and training needed to achieve career goals.

#### MATERIALS NEEDED

- ▶ **High School & Beyond Plan Worksheet** for students.
- ▶ **High School & Beyond Family Handout** to share with families.
- ▶ **Resume/Activity Log Worksheet** for classes that are doing the Enrichment Activities.
- ▶ **Program of Study Template** for CTE students. Detailed Program of Study forms for each Career Cluster can be found at <http://www.k12.wa.us/CareerTechEd/ProgramsofStudy.aspx>.

#### CORE ACTIVITY

**Summarize accomplishments.** Ask each student to take out a piece of paper. Have them write in big letters, "High School Accomplishments." Then give them 1 minute to jot down as many items as they can. When you call time, ask for several volunteers to share their accomplishments. (5 minutes)

**Complete a High School & Beyond Plan Worksheet.** Distribute the **High School & Beyond Plan Worksheet** and help students as they complete the checklist. Tell students that before they graduate from high school they will need to complete a full High School & Beyond Plan that will include detailed information on their interests, classes, and plans. This worksheet is an early draft of that plan.

Discuss why it's important to consider how the work they do today affects what they will do in the future. Also discuss with them how they can learn about, visit, and then apply to postsecondary programs.

(One resource your students can use is [www.CheckOutACollege.com](http://www.CheckOutACollege.com) to learn more about Washington State's community and technical colleges). (10-15 minutes)

## ENRICHMENT ACTIVITIES

**Develop a resume.** One of the required elements of the High School & Beyond Plan is a completed resume (or activity log). If your students do not already have a resume or activity log, they will need to create one before senior year. Now is a good time to start.

Distribute the **Resume/Activity Log Worksheet**. Review the information on the worksheet and then give students the opportunity to answer the questions on the worksheet. If you wish, have students use their answers to create a resume. (20 minutes)

**Explore Programs of Study.** Districts receiving Carl D. Perkins funds must have at least one approved Program of Study. The Program of Study is a comprehensive education plan that can be used as a supplement to the High School & Beyond Plan. Programs of Study are organized around the national career clusters framework, and list the courses the student will take during high school and may include a list of courses the student intends to pursue during postsecondary education as they relate to the field of interest.

A Program of Study is a collaborative effort between secondary and postsecondary education to seamlessly coordinate classroom instruction, student guidance, career and technical student organizations, career development, and community participation for a particular career cluster and pathway to prepare students not only for postsecondary but also for the workforce.

If you wish, have your students use a **Program of Study Template** to design a personal plan for their high school and postsecondary experience. The individual plan of study should reflect the student's career interests. This plan, along with the student's classroom instruction, should be linked with leadership clubs and community activities. This will provide practical experience and enhance the student's personal communication, leadership, and teamwork skills. Students may need guidance in preparing a Program of Study. (20-30 minutes)



## EXPLORATION OPPORTUNITIES

**Review High School & Beyond Plans/Programs of Study.** If possible, have a school counselor meet with your students and review the information they've noted on their **High School & Beyond Plan Worksheet** and/or **Program of Study**. Help students determine which courses they should take to meet their postsecondary goals. Inform them of opportunities to learn about and visit local postsecondary institutions. And help them make progress on their resume and other supporting documents.

**Organize a Postsecondary Night for families.** If you wish, you might want to welcome families to your school to discuss graduation requirements, academic expectations, advanced, CTE, dual credit, and STEM opportunities, the registration process, and postsecondary options. This could be a wonderful opportunity for families to learn more about how they can guide their students in making the most of their time in high school.

Note that this lesson plan is one of three designed to help 9<sup>th</sup> and 10<sup>th</sup> grade students prepare for next year's course registration.

1. High school graduation requirements
2. Making the most of high school (dual credit, Skills Center, STEM, CTE opportunities)
3. High School & Beyond Plan

If possible, teach all three lessons and then organize a session to share this information with families.

## WASHINGTON STATE RESOURCES

- ▶ **Check Out A College:** [www.CheckOutACollege.com](http://www.CheckOutACollege.com)  
Information on Washington's 34 community and technical colleges
- ▶ **Program of Study template:** <http://www.k12.wa.us/CareerTechEd/ProgramsofStudy.aspx>  
78 model Programs of Study
- ▶ **State Board of Education:** Information on the High School & Beyond Plan  
[www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf](http://www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf)
- ▶ **OSPI Graduation Requirements:** [www.k12.wa.us/graduationrequirements/](http://www.k12.wa.us/graduationrequirements/)  
Information about the required High School & Beyond Plan



## MAKING THE MOST OF HIGH SCHOOL

### HIGH SCHOOL & BEYOND PLAN WORKSHEET (GR 9-10)

Name: \_\_\_\_\_

**INTERESTS.** List your top three interests. Then write a sentence about how you can connect these interests to a career.

\_\_\_\_\_

I can connect my interests to a career by: \_\_\_\_\_

\_\_\_\_\_

**FOUR-YEAR COURSE PLAN.** List below the courses you have taken (or plan to take) each year in high school:

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12
ENGLISH				
MATHEMATICS				
SCIENCE				
WORLD LANGUAGE				
SOCIAL STUDIES				
CTE (Occupational)				
ARTS				
HEALTH/PE				
OTHER ELECTIVES				

**POSTSECONDARY PLANS.** What is your plan for postsecondary?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Get a job right away        | <input type="checkbox"/> Find an apprenticeship | <input type="checkbox"/> Finish a 1-2 year program |
| <input type="checkbox"/> Get a 4-year college degree | <input type="checkbox"/> Go to graduate school  | <input type="checkbox"/> Join the military         |

Why? \_\_\_\_\_

List any postsecondary programs you have researched: \_\_\_\_\_

\_\_\_\_\_



## HIGH SCHOOL & BEYOND PLAN WORKSHEET, Continued

**BUDGET.** Do you know how you will pay for postsecondary education or for your other plans? ☐ Yes ☐ No

Have you researched scholarships yet? ☐ Yes ☐ No

To learn about scholarships, please visit [www.theWashBoard.org](http://www.theWashBoard.org).

**POSTSECONDARY VISITS.** Have you ever visited a college campus (two-year or four-year)? ☐ Yes ☐ No

If yes, name the college: \_\_\_\_\_

**POSTSECONDARY APPLICATION.** By the time you graduate, you will need to apply to at least one postsecondary program. Use [www.CheckOutACollege.com](http://www.CheckOutACollege.com) (for community and technical college) or [www.CollegeBoard.org](http://www.CollegeBoard.org) (for four-year college) to identify at least one postsecondary program that sounds interesting to you:

\_\_\_\_\_  
\_\_\_\_\_  
**RESUME/ACTIVITY LOG.** By the time you graduate, you must have a completed resume or activity log. To start, list below any paid or volunteer jobs you have held (babysitting, tutoring, working in a store, camp counselor, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
**HIGH SCHOOL EXAMS.** Check the exams you have taken already. Put an X next to those you plan to take:

- |                                     |   |  |
|-------------------------------------|---|--|
| <input type="checkbox"/> HSPE       | <input type="checkbox"/> End-of-course exam(s)      | <input type="checkbox"/> PSAT                |
| <input type="checkbox"/> SAT        | <input type="checkbox"/> ACT                        | <input type="checkbox"/> SAT Subject Test(s) |
| <input type="checkbox"/> AP Exam(s) | <input type="checkbox"/> ASVAB (military)           | <input type="checkbox"/> ACCUPLACER          |
| <input type="checkbox"/> IB Exam(s) | <input type="checkbox"/> Cambridge Program exams(s) | <input type="checkbox"/> Other exams _____   |

**CULMINATING PROJECT.** Sometime during your senior year, you must complete a Culminating Project. At many schools, the Culminating Project is a senior presentation, in which the senior presents his or her portfolio and High School & Beyond Plan. Do you have a portfolio? ☐ Yes ☐ No If yes, is it up to date? ☐ Yes ☐ No

**FUTURE GOAL.** What would you like to achieve in the next ten years of your life?

\_\_\_\_\_  
\_\_\_\_\_  
How has high school prepared you to achieve this goal?



## MAKING THE MOST OF HIGH SCHOOL

### THE HIGH SCHOOL & BEYOND PLAN

#### FAMILY HANDOUT

#### WHAT IS REQUIRED TO GRADUATE FROM HIGH SCHOOL?

To graduate from high school in Washington, students must meet four requirements:

- ▶ Earn high school credit (at least the minimum number required by your district);
- ▶ Meet standard on State tests (the High School Proficiency Exam and end-of-course exams);
- ▶ Complete a culminating project during senior year; and
- ▶ Prepare a High School & Beyond Plan.

#### WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

The High School & Beyond Plan is a collection of written documents that helps students set goals for the future and then take the steps needed to achieve those goals. The final plan will include:

- ▶ The student's interests and abilities, and the relationship to his/her current career goals;
- ▶ A four-year plan for courses taken during high school that is related to high school graduation requirements and postsecondary admission requirements;
- ▶ Research on postsecondary programs related to the student's goals;
- ▶ A budget for life after high school;
- ▶ The student's participation in postsecondary visits;
- ▶ A completed postsecondary application;
- ▶ A completed resume or activity log;
- ▶ A list of exams the student has taken during high school (such as the HSPE or the SAT); and
- ▶ Information about the student's senior year culminating project.

Students who are focusing on Career & Technical Education courses in high school will prepare a **Program of Study** to design a personal plan for their high school and postsecondary experience. This plan, along with the student's classroom instruction, will provide practical experience and enhance the student's personal communication, leadership, and teamwork skills.

You can learn more about the High School & Beyond Plan at the State Board of Education's web site:  
[www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf](http://www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf).

You can learn more about Career & Technical Education and the Program of Study at:  
[www.k12.wa.us/careerteched](http://www.k12.wa.us/careerteched).





## MAKING THE MOST OF HIGH SCHOOL

### RESUME (ACTIVITY LOG) WORKSHEET

#### WHAT IS A RESUME (ACTIVITY LOG)?

Your High School & Beyond Plan must include a completed resume. A **resume** (or activity log) is a good way to introduce yourself. It's just a piece of paper, but you will need one if you are applying for a job or an internship. A resume summarizes who you are and what you can do.

#### CREATING A RESUME

A good resume has four parts:

- ▶ **Contact information.** The top of your resume should include your contact information. This information is often centered on the page. You might want to print your name in a larger font or in bold so that it stands out. You want to make it easy for an employer to contact you! Make your resume easy to read by using lots of white space and a font size that is larger than 10 point.
  - Name
  - Address
  - Phone number
  - E-mail address
- ▶ **Objective.** Why do you want this job? Your objective is a short statement, usually just one sentence. It explains why you want the job. Your objective might say, "I am seeking a position that will allow me to use my computer skills."
- ▶ **Skills and strengths.** (This section can be combined with "Experience.") In this section of the resume, list your interests and abilities. Even if you've never held a paid job before, you have skills. What are they? Maybe you have tutored younger students or know how to develop a web site. Maybe you have run for office at school or organized a school event. When you write about your skills and strengths:
  - Use short points rather than complete sentences. (*Example: Organized fundraiser for Japan earthquake victims*)
  - Use action words. (*Examples: Led, organized, managed, designed, developed*)
  - Use numbers and percentages to quantify your accomplishments. (*Example: Organized fundraiser for Japan earthquake victims that raised \$5,000*)
  - Mention your technical or computer skills. (*Proficient with Office and Adobe Flash*)
- ▶ **Experience.** In this section, list your paid jobs AND volunteer activities. Describe each briefly. You can also list extracurricular activities, especially if these activities show your skills or dedication. You can also list awards you've received.

## RESUME/ACTIVITY LOG WORKSHEET, Continued

### GET STARTED ON YOUR RESUME

*Use the space below to take notes for your resume or activity log. Ask your teacher if you should just file this handout in your portfolio, or if you should use a computer to prepare a finished resume.*

#### Contact Information:

**Objective** (Why you want the job, what you hope to learn – if you aren't applying for a job right now, just write that you want to put your skills to work in the community):

**Skills and strengths** (remember, short points using action words):

**Experience** (Don't forget volunteer service, extracurricular activities, and awards. Show your positions and list your accomplishments in the groups you've joined):



# PREPARING FOR HIGH SCHOOL & BEYOND

## THE PROGRAM OF STUDY TEMPLATE

Name: \_\_\_\_\_ Career Cluster: \_\_\_\_\_ Career Cluster Pathway: \_\_\_\_\_

This Career Pathway Program of Study can serve as a guide along with other career planning materials as learners continue on a career path. Courses listed within this program are only recommended and should be individualized to meet each learner's education and career goals. This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements. Find customized Programs of Study at: <http://www.k12.wa.us/CareerTechEd/ProgramsofStudy.aspx>.

REQUIRED CREDITS	GRADE	English/ Language Arts (3.0 credits)	Social Studies (2.5 credits)	Math (2.0 credits)	Science (2.0 credits)	Fine Arts (1.0 credits)	Health/ Fitness (2.0 credits)	Other (5.5 credits)	Related Career & Technical/ Occupational Education (1.0 credits)	SAMPLE Occupations Related To This Pathway
Visit the OSPI or State Board of Education web sites for more information on state graduation requirements. <b>Note:</b> Local districts often require additional credits.										
9										
10										
11										
12										

# PROGRAM OF STUDY TEMPLATE, Continued

Name: \_\_\_\_\_ Career Cluster: \_\_\_\_\_ Career Cluster Pathway: \_\_\_\_\_

POSTSECONDARY EDUCATION OPTIONS				
Technical Certification (Instruction provided through certified training and/or testing centers)	Apprenticeship Opportunities (To learn more, visit the Department of Labor & Industries web site)	2-yr or ATA Degree (Find specific colleges at <a href="http://www.checkoutcollege.com">www.checkoutcollege.com</a> )	4-yr Degree of Adv Training (Find specific colleges at the Higher Education Coordinating Board)	SAMPLE Occupations Related To This Pathway





## MAKING THE MOST OF HIGH SCHOOL

### GR 11-12 ▲ HIGH SCHOOL GRADUATION REQUIREMENTS

#### LESSON GOALS

- ▶ Students will describe the minimum course requirements to graduate from high school.
- ▶ Students will identify their progress toward meeting high school graduation requirements.

#### ALIGNMENT WITH STANDARDS

- ▶ **Essential Academic Learning Requirements Grade 9/10 Grade Level Expectations:** This lesson is aligned with Communication 1.1.2 and Writing 2.2.1 and 3.2.2. Students will use listening and observation skills to interpret information. They will write in a specific format following a specific prompt and will use appropriate terminology and language.
- ▶ **Common Core State Standards Grade 11-12:** This lesson is aligned with English Language Arts Writing 4, Language 6, and Speaking and Listening 1b. Students will produce clear and coherent writing based on a specific prompt and using appropriate, domain-specific language. They will follow rules for collegial discussions in a small group.
- ▶ **American School Counselor Association National Standards:** This lesson is aligned with ASCA Academic C1.6 and Personal & Social A1.2 and B1.9. Students will learn about how school success and academic achievement enhance future opportunities. They will identify values, attitudes, and beliefs, and will identify short- and long-term goals.

#### MATERIALS NEEDED

- ▶ **High School Graduation Requirements Family Handout** for students (and their families).
- ▶ **Credit Check/Graduation Requirements Worksheet** for students doing the Enrichment Activities.
- ▶ **Computer access (OPTIONAL)** so students can research postsecondary admission requirements.

#### CORE ACTIVITY

**Discuss students' plans for postsecondary.** Ask students to meet briefly in small groups and discuss their plans for after graduation. Then ask a volunteer from each group to report out on their discussion. Discuss: How many students have a clear plan? How many have taken steps (such as college entrance exams) to move toward their plan?

Discuss whether students know what they must do to graduate and to apply to their postsecondary program of choice. (5 minutes)

**Review high school graduation requirements.** Distribute the **High School Graduation Requirements Handout**, and ask students to share it with their families. Remind students that they must do four basic things to graduate from high school in Washington State. They must:

- ▶ **Earn high school credit** by taking classes in a range of subject areas;
- ▶ **Meet standard on State tests**, including the High School Proficiency Exam (HSPE) and end-of-course exams in Math and Science (coming in 2012);
- ▶ **Complete a Culminating Project** during senior year; and
- ▶ **Prepare a High School & Beyond Plan** by the end of senior year about their accomplishments for high school and goals for postsecondary.

Discuss how students plan to complete each of these requirements. If your school has specific protocols for the Culminating Project or High School & Beyond Plan, this would be a good time to share that information. If your school offers support for students who must retake state exams, you might want to work with your school counselors to ensure that the students who need assistance are enrolled in the support programs. *(10 minutes)*

## ENRICHMENT ACTIVITIES

**Review course credit requirements.** Discuss high school graduation requirements with your students, focusing on the course credit requirements. Discuss: How many students were already aware of the graduation requirements? How many students are on track to meet the high school graduation requirements? How many are not sure? How many know what types of classes they need to take between now and graduation? How many students are aware of the importance of doing MORE than the minimum?

Discuss the columns on the handout in more detail. Point out the difference between the minimum required to graduate from high school, the minimum required to apply to postsecondary, and the (likely greater than minimum) number of credits students will need to earn to be admitted to their postsecondary choices. If your school district has minimums greater than the state's, share those with students. Then ask each of them to fill in the requirements they must meet for their top choice for postsecondary (students may need computer access to fill in this column). *(10 minutes)*

**Complete a Credit Check and review progress toward the other graduation requirements.** Distribute the **Credit Check/Graduation Requirements Worksheet** and have each student complete the worksheet based on the courses they've taken to date, the courses they plan to take before graduation, and the progress they've made on the other graduation requirements. End the lesson by explaining how students can get help from your counseling office if they are short on credits, confused about high school graduation requirements, or unsure what they must do to apply for postsecondary. *(15 minutes)*

## EXPLORATION OPPORTUNITIES

**Provide course counseling and/or postsecondary admissions counseling.** If possible, have a school counselor meet with your students to review their credit checks and advise them on next steps. Alternatively, the counselors could provide an overview of the college admissions process, advising students about the timeline they must follow to be admitted to a postsecondary program.



**Organize a Postsecondary Night for families.** If you wish, you might want to welcome families to your school to discuss graduation requirements, postsecondary options, and the processes to apply to postsecondary and to apply for financial aid. This could be a wonderful opportunity for families to learn more about how they can guide their students in making the most of life after high school.

Note that this lesson plan is one of three designed to help 11<sup>th</sup> and 12<sup>th</sup> grade students prepare for next year's course registration (or, for seniors, to ensure they are on track to graduate on time, have completed all graduation requirements, such as the High School & Beyond Plan and Culminating Project, and are prepared to be strategic in postsecondary). The lessons in this series cover:

1. High school graduation requirements
2. High School & postsecondary course planning
3. High School & Beyond Plan

If possible, teach all three lessons and then organize a session to share this information with families.

### WASHINGTON STATE RESOURCES

- ▶ **OSPI Graduation Toolkit:** [www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx](http://www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx)  
Information for students, families, and teachers about high school graduation requirements.
- ▶ **State Board of Education:** [www.sbe.wa.gov](http://www.sbe.wa.gov)  
Minimum high school graduation requirements for Washington State
- ▶ **Higher Education Coordinating Board:** [www.hecb.wa.gov](http://www.hecb.wa.gov)  
Minimum college admission requirements for Washington State four-year colleges  
Brochure on the CADR can be found at:  
[www.hecb.wa.gov/sites/default/files/RevisedMCASOverviewParents-April2011\\_1.pdf](http://www.hecb.wa.gov/sites/default/files/RevisedMCASOverviewParents-April2011_1.pdf)



## MAKING THE MOST OF HIGH SCHOOL

### HIGH SCHOOL GRADUATION REQUIREMENTS

#### FAMILY HANDOUT

To graduate from high school in Washington State, a student must: (1) earn high school credit by taking courses in different subject areas in high school; (2) meet standard on State tests, including the HSPE and end-of-course exams; (3) complete a Culminating Project during senior year; and (4) prepare a High School & Beyond Plan.

What courses should you take to earn the required high school credits? There are several different standards: there is a minimum needed to graduate in Washington State, a minimum needed to graduate in your school district, a minimum needed to apply to a Washington State four-year public college or university, and the recommended amount for highly selective colleges and universities. For more information: [www.k12.wa.us/graduationrequirements](http://www.k12.wa.us/graduationrequirements).

SUBJECT	WA STATE GRADUATION REQUIREMENTS (2013)	WA STATE GRADUATION REQUIREMENTS (2016)*	MINIMUM REQUIREMENTS FOR WA PUBLIC COLLEGES	RECOMMENDED FOR HIGHLY SELECTIVE COLLEGES
ENGLISH	3 credits	4 credits	4 credits	4 credits
MATH	2 credits (3 credits for 2013+)	3 credits	3 credits (Incl math senior year)	3-4 credits
SCIENCE (1 Lab)	2 credits (1 lab)	2 credits (1 lab)	2 credits (2 labs)	3-4 credits
SOCIAL STUDIES	2.5 credits	3 credits	3 credits	3-4 credits
WORLD LANGUAGE	0 credits	0 credits	2 credits	3-4 credits
ARTS	1 credit	1 credit	1 credit	2-3 credits
HEALTH/FITNESS	2 credits	2 credits	Your school district's requirements may be higher than the state minimums. Students must have at least a 2.0 GPA to be admitted to a public college or university in Washington State.	
OCCUPATIONAL	1 credit	1 credit		
ELECTIVES	5.5 credits	4 credits		

\*Note: The 2016 high school graduation requirements were adopted by the State Board of Education in November 2011. Districts may seek a two-year extension to implement the new Language Arts, social studies, and elective requirements. In addition, the State Board of Education has adopted a 24-credit requirement that will be phased in over time as funding allows.





## MAKING THE MOST OF HIGH SCHOOL

### GR 11-12 ▲ CREDIT CHECK/GRADUATION REQUIREMENTS WORKSHEET

Please fill out the information below to assess how you are doing in meeting Washington State's high school graduation requirements.

High School Exams: \_\_\_\_\_ HSPE \_\_\_\_\_ Algebra EOC \_\_\_\_\_ Geometry EOC \_\_\_\_\_ Biology EOC

High School & Beyond Plan. Describe the status of your plan: \_\_\_\_\_

Culminating Project. Describe what your project will entail: \_\_\_\_\_

High School Course Credits. Complete the grid below

SUBJECT	REQUIREMENTS I MUST MEET (For HS or college)	COURSES I HAVE ALREADY TAKEN (Completed or currently enrolled)	COURSES PLANNED FOR THE FUTURE	TOTAL CREDITS I HAVE OR WILL EARN	CREDITS I STILL NEED
ENGLISH					
MATH					
SCIENCE (1 Lab)					
SOCIAL STUDIES					
WORLD LANGUAGE					
ARTS					
HEALTH/FITNESS					
OCCUPATIONAL					
ELECTIVES					





## MAKING THE MOST OF HIGH SCHOOL

### GR 11-12 ▲ HIGH SCHOOL & POSTSECONDARY COURSE PLANNING

#### LESSON GOALS

- ▶ Students will identify the courses they must take to graduate based on graduation requirements.
- ▶ Students will identify the courses they must take to be eligible for postsecondary admission, as well as the types of courses they may take during postsecondary.

#### ALIGNMENT WITH STANDARDS

- ▶ **Essential Academic Learning Requirements Grade 9/10 Grade Level Expectations:** This lesson is aligned with Communication 1.1.2, Writing 2.2.1, and Educational Technology 1.3.2. Students will use listening and observation skills to interpret information. They will write in a specific format and will research potential postsecondary courses using college web sites.
- ▶ **Common Core State Standards Grade 11-12:** This lesson is aligned with English Language Arts Writing 4, Language 6, and Speaking and Listening 1b. Students will produce a clear and coherent course plan using appropriate language. They will follow rules for collegial discussions.
- ▶ **American School Counselor Association National Standards:** This lesson is aligned with ASCA Academic C1.6 and Personal & Social A1.2 and B1.9. Students will learn about how school success and academic achievement enhance future opportunities. They will identify values, attitudes, and beliefs, and will identify short- and long-term goals.

#### MATERIALS NEEDED

- ▶ Computer, projector, screen for teacher to show presentation.
- ▶ High School & Postsecondary Course Planning Power Point file (script follows).
- ▶ High School Course Catalogs or registration info for 11<sup>th</sup> graders
- ▶ Course Registration Plan Worksheet for 11<sup>th</sup> graders.
- ▶ Computer access for students completing Enrichment Activities.
- ▶ High School & Postsecondary Course Planning Family Handout to share with families.

#### CORE ACTIVITY

**Review the registration and/or application process.** Ask for volunteers to share their plans for life after high school: their career interests and postsecondary plans. Then ask those students what they are doing right now – during high school – to ensure that they are making those plans a reality. Share with juniors any information your school has prepared about the course registration process, including the process to be

approved for advanced or specialized courses, such as AP, IB, STEM, etc. For seniors, quickly review any resources your school offers to help them with the postsecondary application process. (2 minutes)

**Discuss course planning.** Share the **High School & Postsecondary Course Planning** Power Point presentation, supplementing it with information about your school's course registration process and course opportunities (such as AP, IB, CTE, STEM, Skills Center, etc.). For juniors, discuss how students should go about choosing classes for next year. For seniors, discuss how they will use the same process to select a major and choose courses to take during postsecondary. (10-15 minutes)

## ENRICHMENT ACTIVITIES

**For juniors: Help students make a tentative plan for the courses they will take next year.** Give each student a copy of the **Course Registration Plan Worksheet** and a course catalog and have students list the classes they would like to take next year. Remind them that by graduation they must meet high school graduation requirements and college admission requirements (you might want to post the requirements chart from the High School Graduation Requirements lesson). Students should be encouraged to use these worksheets and their course catalogs to talk with their families about next year. In addition, these worksheets can help high school counselors if they are able to meet with students. (15-20 minutes)

**For seniors: Research course opportunities at a college of interest.** By now, most seniors should have identified postsecondary programs and should have either applied or be planning to apply to them. Ask each senior to select one of their postsecondary choices and go to the web site of that college. Then ask them to research the types of courses they might take next year. Most colleges will have a course catalog posted, or will have departmental pages that provide lists of required courses. Have students note course ideas and ask for several volunteers to share a potential course plan for next year. (Note that many students will attend college orientation and course registration sessions during spring of senior year or during the summer immediately after graduation. Familiarizing themselves now with their college's requirements and course offerings will help them make the most of these orientation events.)

**For seniors: Help students learn about apprenticeship opportunities.** Explain that an apprenticeship is an opportunity to earn money while working to learn a skilled trade. There are apprenticeship programs for many different career areas. Help students search for apprenticeship opportunities at the Washington State Department of Labor & Industries' "How to Become an Apprentice" web page: [www.lni.wa.gov/TradesLicensing/Apprenticeship/Become/default.asp](http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Become/default.asp). Ask each student to identify one possible apprenticeship program.

## EXPLORATION OPPORTUNITIES

**Provide course counseling and/or postsecondary advising.** If possible, have a school counselor meet with your students and explain the course options or postsecondary opportunities they will have for next year, and the process they need to complete. If possible, offer individual meetings to help each student plan his or her year.



**Organize a CTE/Apprenticeship Night for students and their families.** If you wish, you might want to help students and their families learn more about CTE opportunities and post-high school apprenticeships by holding a CTE/Apprenticeship Night, during which representatives from local apprenticeship programs and community and technical colleges, as well as teachers of CTE courses at your high school or local Skills Center can share information about course and program opportunities. This evening could be organized during Student-led Conference time. The programs could be set up in the main hallway of the school or in a place where families will turn in data sheets and go for refreshments.

**Organize a Registration Fair for students and their families.** Alternatively, you could organize a more broad-based Registration Fair with information about all course offerings available for next year. This could be an opportunity for students and their families to meet with teachers and to learn about opportunities such as AP, IB, honors, CTE, Running Start, Tech Prep, STEM, etc.

Note that this lesson plan is one of three designed to help 11<sup>th</sup> and 12<sup>th</sup> grade students prepare for next year's course registration (or, for seniors, to ensure they are on track to graduate on time, have completed all graduation requirements, such as the High School & Beyond Plan and Culminating Project, and are prepared to be strategic in postsecondary). The lessons in this series cover:

1. High school graduation requirements
2. High school & postsecondary course planning
3. High School & Beyond Plan

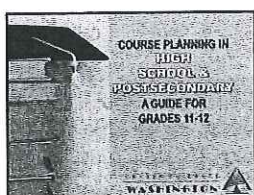
If possible, teach all three lessons and then organize a session to share this information with families.

### WASHINGTON STATE RESOURCES

- ▶ **OSPI Graduation Toolkit:** [www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx](http://www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx)  
Information for students, families, and teachers about high school graduation requirements.
- ▶ **State Board of Education:** [www.sbe.wa.gov](http://www.sbe.wa.gov)  
Minimum high school graduation requirements for Washington State
- ▶ **Higher Education Coordinating Board:** [www.hecb.wa.gov](http://www.hecb.wa.gov)  
Minimum college admission requirements:  
[www.hecb.wa.gov/sites/default/files/RevisedMCASOverviewParents-April2011\\_1.pdf](http://www.hecb.wa.gov/sites/default/files/RevisedMCASOverviewParents-April2011_1.pdf)
- ▶ **OSPI CTE:** [www.k12.wa.us/careerteched/](http://www.k12.wa.us/careerteched/)  
Information about CTE (Career & Technical Education) and resources available around the state.
- ▶ **Running Start:** [http://sbctc.edu/college/s\\_runningstart.aspx](http://sbctc.edu/college/s_runningstart.aspx)  
Information about the Running Start program at community colleges



## HIGH SCHOOL & POSTSECONDARY COURSE PLANNING POWER POINT SCRIPT



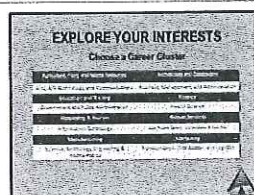
This presentation can be used by a school counselor or teacher to help students in 11<sup>th</sup> grade prepare for course registration for next year, and for 12<sup>th</sup> grade students to reflect on the courses they have taken during high school and prepare for their first year of postsecondary education. Students in high school have a great deal of choices and many opportunities, and this presentation is designed to review some of those opportunities and to get them thinking about the connection between their courses and their plans for life after graduation.

***This presentation is based on statewide information – it can and should be supplemented with information that is specific to your school district. In particular, you may wish to include information about your school's registration process, as well as any programs that are unique to your school.***



Now that your students are nearly finished with high school, the courses they are taking are extremely important, both in helping them graduate from high school and in setting them on their course toward college and career.

Because your students' choice of courses will determine whether they are qualified for postsecondary programs, it's important for them to realize that getting into a postsecondary program – 4-year college, 2-year community college, trade or technical school, or an apprenticeship program – will likely have admission requirements that they need to research and then make plans to meet.



Studies have shown that students do better academically and are less likely to drop out if they have a goal. Now is a good time for students to set goals about their career path. One way to start that process is to choose a career cluster that sounds interesting.



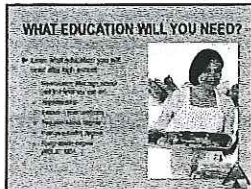
Once they identify a career cluster that sounds interesting, students should research different careers. They should learn about the postsecondary education needed for different careers and then use that information to plan what classes they should take during high school.

You might want to introduce Washington State's Career Bridge: [www.careerbridge.wa.gov/](http://www.careerbridge.wa.gov/). Students can learn about different careers there. They might also be able to conduct career interviews or participate in job shadows or internships.

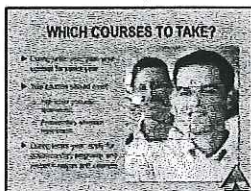
To keep their options open, students should also be encouraged to take the most advanced courses possible during high school.



## HIGH SCHOOL COURSE PLANNING POWER POINT SCRIPT, Continued



As students explore different career possibilities, they will also need to research what type of postsecondary education they will need. They should know that very few jobs are open to people with only a high school diploma. But they should also learn that there are many different options after high school – from an apprenticeship that will give them hands-on training while they learn, all the way to a postgraduate degree, such as an MD. In many cases, students can follow "career ladders" and get additional training as they move up the ladder.



Remind juniors of the process your school uses for course registration. Make sure they have created a four-year plan that outlines the courses they hope to take during senior year, and let them know how they can get help to update that plan. As they think about the courses they plan to take, students will learn more about the requirements they must meet... and why they should do more than the minimum to succeed. For seniors, have them review their coursework and make plans for the major they will pursue during postsecondary.

**NOTE** that this slide should be supplemented with information about your school district's high school requirements.

Students in high school need to think about several types of credit requirements:

**GRADUATION REQUIREMENTS**

Requirement	State	District	College	University
English	4	4	4	4
Math	3	3	3	3
Science	3	3	3	3
History	3	3	3	3
Physical Education	1	1	1	1
Art	1	1	1	1
Foreign Language	2	2	2	2
Health	1	1	1	1
Community Service	1	1	1	1
Electives	10	10	10	10
Total Credits	38	38	38	38

- First are the **state's high school graduation requirements**. These are the MINIMUM number of course credits needed to graduate from high school. This slide lists the statewide requirements.
- Next are **your district's graduation requirements**. Many school districts impose more rigorous minimum requirements than the state's.
- Next are the **College Academic Distribution Requirements (CADRs)** or the minimum course credits students need to be eligible for admission to a Washington State college or university. These CADRs are also minimums – many colleges require more.
- The final column shows the recommended courses students should take if they wish to apply to a **selective college**. These colleges require significantly more credits.

## HIGH SCHOOL COURSE PLANNING POWER POINT SCRIPT, Continued

Remind students that their last two years in high school are extremely important as they prepare for life after high school. They should take the most rigorous courses they can, including:



- **Advanced courses**, such as honors courses, International Baccalaureate (IB) programs or Advanced Placement (AP) opportunities
- **Career & Technical Education (CTE)** courses and programs, that may include Skills Center courses, pre-apprenticeships, and other hands-on learning opportunities
- **Dual credit courses** (such as Tech Prep, AP, and Running Start) that give students the opportunity to earn college credit while in high school

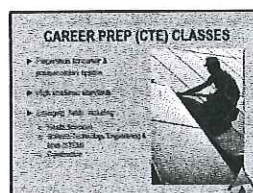
**Please feel free to customize the next group of slides or add slides with information specific to your school's programs. These next slides will be less relevant for seniors, but may help them recap their accomplishments.**



Advanced courses, often called "gatekeeper" courses, are a key determinant of students' success in postsecondary. That means taking as many years of math and science as possible, and being aware of the prerequisites for higher-level math and science courses.

Students should also know whether your high school offers honors courses and what they must do to apply for honors. Honors courses typically cover more material and more advanced material so that students can more quickly move on to advanced courses.

In addition, students (and their families) should know about any special programs your school offers, as many of these programs may require prerequisites. Special programs may include International Baccalaureate or Advanced Placement courses.

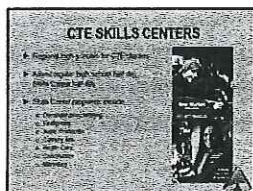


Career & Technical Education programs serve students throughout Washington State by giving them industry-recognized training, 21<sup>st</sup> century skills, and the knowledge to succeed in college or career.

CTE helps students explore career opportunities while they are still in school, focusing in particular on high-demand, high-wage occupations in health sciences, science, technology, engineering and math, and construction. CTE can provide students with options that link middle school to high school and to postsecondary opportunities, blend academic and technical studies, and connect students to their goals for the future.



## HIGH SCHOOL COURSE PLANNING POWER POINT SCRIPT, Continued



Skills Centers are an integral part of CTE programming in Washington. They function as an extension of the high schools within a local region by providing high school students with job preparation skills. The primary purpose of Skills Centers is to give students the academic and work skills to successfully enter the job market or advanced education and training.

Washington State currently has 13 Skills Centers. The existing Skills Centers serve 7,000 students in 85 districts. Students in those districts typically attend their home high school for half of each day and attend the skills center for the other half of the day.

Skills Center programs vary by region but include a wide range of fields, including (but not limited to) computer programming, firefighting, audio production, culinary arts, health care, construction, and marketing. Some Skills Centers also offer AP programs.

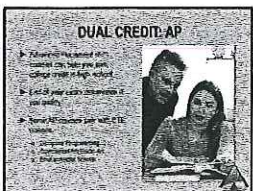


Thanks to Legislative funding, STEM opportunities in Washington State are available for students in grades 7-12. It's important for students to understand that a STEM education will provide them with the abilities to use strong foundations in science, technology, engineering, and math to solve real world problems. Help students learn about the STEM opportunities in your district.



Dual credit programs give students the opportunity to earn high school and college credit simultaneously. In some cases, students earn college credit automatically for completing a course; in other cases, students must score above a certain level on an exam to earn college credit. (Note that the transferability of college credit will depend on the student's ultimate postsecondary choice.)

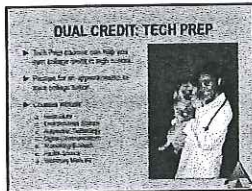
Dual credit programs are valuable as they help build confidence and competence while reducing costs, as students do not need to pay college tuition. Some dual credit programs are courses offered within the high school; others require students to travel to a local community college. Some dual credit programs also function as Career & Technical Education, helping students prepare for an apprenticeship or career opportunity.



Advanced Placement (AP) classes are typically available to students in grades 10-12. Students who complete those classes and then take a College Board-sponsored AP exam in that subject can earn college credit if their scores are high enough. (Note that the transferability of college credit is up to the student's postsecondary institution.) AP courses are offered in nearly every subject area, from World History to English to Biology. The courses available to students will depend on your high school's offerings.

A number of existing AP courses fit well with CTE programs. Both AP and CTE focus on relevance and rigor, and their intertwining will mean more student success after high school. With CTE career fields and AP education, students receive training for work and for life. CTE/AP pairings include courses such as AP Computer Science, AP Studio Art Drawing 2D/3D, AP Environmental Science, AP Psychology, and AP Macroeconomics.

## HIGH SCHOOL COURSE PLANNING POWER POINT SCRIPT, Continued



Tech Prep awards high school students dual credit for career and technical education (CTE) courses articulated to college programs. Tech Prep dates back to the early 1980s, when business shifted from the industrial age to the age of technology. High schools began refocusing their programs to include more technical training, applied academics and opportunities mentoring and internships in the workplace.

Washington State's Tech Prep is well respected and comprehensive. All of the state's 34 community and technical colleges are partners to Tech Prep, with more than 300 public high schools in 204 districts participating. Tech Prep students earn an average of 6 college credits.

Where a student lives will determine what programs are available through Tech Prep. Tech Prep courses are offered in a variety of fields that include horticulture, environmental science, automotive technology, digital communications, accounting, business, graphic design, and health sciences.



Washington State's Running Start program offers qualified high school students to chance to take college-level courses at low cost at a local community college campus.

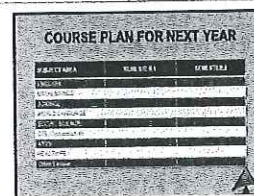
Running Start gives students the opportunity to take courses in nearly any subject area to help them prepare for college or a career. Students who are interested should talk with their high school counselor.



Students should realize that the work they do today is preparing them for the future.

They should use the remainder of their time in high school to prepare for postsecondary – particularly by taking advanced, CTE, and dual credit courses.

In addition, students should be encouraged to get involved in extracurricular activities so that they will be engaged with the school community.



Conclude the lesson by helping juniors draft an outline of the courses they hope to take next year. This plan should be a part of their comprehensive four-year plan. Help seniors research the types of courses they may take next year in college.





## MAKING THE MOST OF HIGH SCHOOL

### COURSE REGISTRATION PLAN WORKSHEET (GR 11)

Name: \_\_\_\_\_

Grade Level Next Year: \_\_\_\_\_

Think about your plans for postsecondary education, focusing on the number of credits you need to graduate from high school and be admitted to your top choice postsecondary program. What courses should you take during senior year? Use your school's course catalog, as well as the information you've been given about course opportunities to list the courses you might consider. This will help you prepare for course registration.

SUBJECT AREA	SEMESTER 1	SEMESTER 2
ENGLISH		
MATHEMATICS		
SCIENCE		
WORLD LANGUAGE		
SOCIAL STUDIES		
CTE (Occupational)		
ARTS		
HEALTH/PE		
OTHER ELECTIVES		

My priorities for senior year are \_\_\_\_\_

My plan for postsecondary is: \_\_\_\_\_

To prepare for postsecondary, I have:

☐ Researched postsecondary programs   ☐ Visited colleges   ☐ Taken entrance exams



## MAKING THE MOST OF HIGH SCHOOL

### HIGH SCHOOL & POSTSECONDARY COURSE PLANNING

#### FAMILY HANDOUT

#### WHAT COURSES SHOULD YOUR STUDENT TAKE IN HIGH SCHOOL?

High school students need to choose courses that will help them meet high school graduation requirements and prepare for postsecondary programs and career opportunities. Students should also choose courses that let them make the most of the opportunities that are available at their school.

#### START BY IDENTIFYING A POSSIBLE CAREER

A good way to start is by having your student identify several careers that sound interesting. Students can then research these careers to learn what postsecondary education they need and what classes they should take in high school to prepare. Your students' school counselor can help with this research.

#### LEARN ABOUT HIGH SCHOOL OPPORTUNITIES

Students who take rigorous and demanding courses in high school do better in postsecondary. Help your student learn about opportunities for rigorous courses at your high school:

- ▶ **Advanced courses**, such as honors courses, International Baccalaureate (IB) programs or Advanced Placement (AP).
- ▶ **Career & Technical Education (CTE)** courses and programs that may include courses at a Skills Center, a pre-apprenticeship, or other hands-on learning opportunities.
- ▶ **Dual credit courses** (such as Tech Prep, AP, and Running Start) that give students the opportunity to earn college credit while in high school.

#### LEARN ABOUT POSTSECONDARY OPPORTUNITIES

As students near the end of high school, it is time to think about what they will do after graduation. Because most postsecondary programs require students to apply during their senior year in high school, now is a good time for students to research postsecondary programs and to think about what they would like to study and what courses they would like to take. Resources to help students research postsecondary programs include:

- ▶ **Apprenticeships:** Learn about apprenticeship programs from the Washington State Department of Labor & Industries: [www.lni.wa.gov/TradesLicensing/Apprenticeship/Become/default.asp](http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Become/default.asp).
- ▶ **Community & Technical Colleges:** Visit [www.CheckOutACollege.com](http://www.CheckOutACollege.com) to learn about Washington State's community and technical colleges for certificate programs and Associate's degrees.
- ▶ **Four-year public colleges:** Visit the Higher Education Coordinating Board for links to Washington's six public four-year colleges: [www.hecb.wa.gov/links/colleges/collegesindex.asp](http://www.hecb.wa.gov/links/colleges/collegesindex.asp).





## MAKING THE MOST OF HIGH SCHOOL

### GR 11-12 ▲ HIGH SCHOOL & BEYOND PLAN

#### LESSON GOALS

- ▶ Students will develop a High School & Beyond Plan and/or Program of Study.
- ▶ Students will write a resume or activity log.

#### ALIGNMENT WITH STANDARDS

- ▶ **Essential Academic Learning Requirements Grade 9/10 Grade Level Expectations:** This lesson is aligned with Communication 1.1.2 and Writing 2.2.1 and 3.2.2. Students will use listening and observation skills to interpret information. They will develop the required High School & Beyond Plan and resume in specific formats using appropriate terminology and language.
- ▶ **Common Core State Standards Grade 11-12:** This lesson is aligned with English Language Arts Writing 4 and 8 and Language 6. Students will produce a High School & Beyond Plan and a resume (or activity log) based on a specific prompt and using appropriate, domain-specific language.
- ▶ **American School Counselor Association National Standards:** This lesson is aligned with ASCA Academic C1.6 and Career A2.6 and B2.1. Students will learn about how school success and academic achievement enhance future opportunities. They will learn how to write a resume and demonstrate awareness of the education and training needed to achieve career goals.

#### MATERIALS NEEDED

- ▶ **High School & Beyond Plan Template** for students.
- ▶ **High School & Beyond Family Handout** to share with families.
- ▶ **Resume/Activity Log Worksheet** for classes that are doing the Enrichment Activities.
- ▶ **Program of Study Template** for CTE students. Detailed Program of Study forms for each Career Cluster can be found at <http://www.k12.wa.us/CareerTechEd/ProgramsofStudy.aspx>.

#### CORE ACTIVITY

**Summarize goals.** Ask each student to take out a piece of paper and a pen. Give them 1 minute to jot down as many ideas as they can about what they want to do in the ten years following graduation. When you call time, ask for several volunteers to share their goals, and/or ask students to meet in small groups to discuss their goals. Their goals may be for sports, academic, career, or extracurricular accomplishments. (5 minutes)

**Complete a High School & Beyond Plan.** Distribute the **High School & Beyond Plan Template** and help students as they complete the checklist and make notes about the work they still must complete to finish their plans.

Tell students that before they graduate from high school they will need to complete a High School & Beyond Plan that will include detailed information on their interests, classes, and plans. This template will help them compile the needed information. (15-20 minutes)

## ENRICHMENT ACTIVITIES

**Develop a resume.** One of the required elements of the High School & Beyond Plan is a completed resume (or activity log). If your students do not already have a resume or activity log, they will need to create one before senior year. Now is a good time to start.

Distribute the **Resume/Activity Log Worksheet**. Review the information on the worksheet and then give students the opportunity to answer the questions on the worksheet. If you wish, have students use their answers to create a resume or update an existing resume. (20 minutes)

**Explore Programs of Study.** Districts receiving Carl D. Perkins funds must have at least one approved Program of Study. The Program of Study is a comprehensive education plan that can be used as a supplement to the High School & Beyond Plan. Programs of Study are organized around the national career clusters framework, and list the courses the student will take during high school and may include a list of courses the student intends to pursue during postsecondary education as they relate to the field of interest. A Program of Study is a collaborative effort between secondary and postsecondary education to seamlessly coordinate classroom instruction, student guidance, career and technical student organizations, career development, and community participation for a particular career cluster and pathway to prepare students not only for postsecondary but also for the workforce.

If you wish, have your students use the **Program of Study Template** to design a personal plan for their high school and postsecondary experience. The individual plan of study should reflect the student's career interests. This plan, along with the student's classroom instruction, should be linked with leadership clubs and community activities. This will provide practical experience and enhance the student's personal communication, leadership, and teamwork skills. Students may need guidance in preparing a Program of Study. Model Career Cluster Frameworks can be found at:  
[www.k12.wa.us/careertech/clusters/default.aspx](http://www.k12.wa.us/careertech/clusters/default.aspx). (20-30 minutes)

## EXPLORATION OPPORTUNITIES

**Review High School & Beyond Plans/Programs of Study.** If possible, have a school counselor meet with your students and review the information they've noted on their **High School & Beyond Plan Worksheets** and/or **Program of Study Templates**. For juniors, help students determine which courses they should take to meet their postsecondary goals. For seniors, help them learn about and apply to postsecondary programs. For all students, help them make progress on their resume and other supporting documents.



**Organize a Postsecondary Night for families.** If you wish, you might want to welcome families to your school to discuss graduation requirements and postsecondary options. This could be an opportunity for families to learn more about how they can guide their students in planning for postsecondary education.

#### WASHINGTON STATE RESOURCES

- ▶ **Program of Study template:** <http://www.k12.wa.us/CareerTechEd/ProgramsofStudy.aspx>  
78 model Programs of Study
- ▶ **State Board of Education:** Information on the High School & Beyond Plan  
[www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf](http://www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf)
- ▶ **OSPI Graduation Requirements:** [www.k12.wa.us/graduationrequirements/](http://www.k12.wa.us/graduationrequirements/)  
Information about the required High School & Beyond Plan
- ▶ **OSPI Graduation Toolkit:** [www.k12.wa.us/graduationrequirements/GraduationToolkit.aspx](http://www.k12.wa.us/graduationrequirements/GraduationToolkit.aspx)



## MAKING THE MOST OF HIGH SCHOOL

### HIGH SCHOOL & BEYOND PLAN TEMPLATE

Name: \_\_\_\_\_

**INTERESTS.** List your top three interests. Then write a paragraph about what you have done during high school to develop your interests and to connect those interests to your future goals.

---

---

---

**FOUR-YEAR COURSE PLAN.** List below the courses you have taken (or plan to take) each year in high school:

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12
ENGLISH				
MATHEMATICS				
SCIENCE				
WORLD LANGUAGE				
SOCIAL STUDIES				
CTE (Occupational)				
ARTS				
HEALTH/PE				
OTHER ELECTIVES				

Please write a paragraph about how your courses have prepared you for your postsecondary goals:

---

---

---



## HIGH SCHOOL & BEYOND PLAN TEMPLATE, Continued

**POSTSECONDARY PLANS.** What is your plan for postsecondary?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Get a job right away        | <input type="checkbox"/> Find an apprenticeship | <input type="checkbox"/> Finish a 1-2 year program |
| <input type="checkbox"/> Get a 4-year college degree | <input type="checkbox"/> Go to graduate school  | <input type="checkbox"/> Join the military         |
| <input type="checkbox"/> Other: _____                |   |  |

What do you hope to accomplish during postsecondary? \_\_\_\_\_

---

---

---

**BUDGET.** No matter what your postsecondary plans, you will need to develop a budget. For most postsecondary plans, you will need financial aid. By the time you graduate from high school, please complete and attach at least one scholarship application. You can apply for a scholarship through a postsecondary institution or by registering at [www.theWashBoard.org](http://www.theWashBoard.org). Write a paragraph about your plan to finance postsecondary:

---

---

---

**POSTSECONDARY VISITS.** Describe at least one postsecondary program you've visited (either online or in person) and how your visit influenced your postsecondary search:

---

---

**POSTSECONDARY APPLICATION.** List the postsecondary institutions to which you plan to apply (or have applied already) and the program or major you hope to pursue at each.

---

---

---

By the time you graduate, it is recommended that you apply to at least one postsecondary program. Use [www.CheckOutACollege.com](http://www.CheckOutACollege.com) (for community and technical college) or [www.CollegeBoard.org](http://www.CollegeBoard.org) (for four-year college) to identify at least one postsecondary program that sounds interesting to you. Attach a printout from at least one completed application.

## HIGH SCHOOL & BEYOND PLAN TEMPLATE, Continued

**RESUME/ACTIVITY LOG.** By the time you graduate, you must have a completed resume or activity log. Below, list any paid or volunteer jobs you have held (babysitting, tutoring, working in a store, camp counselor, etc.). Then, attach a completed resume or activity log:

---

---

---

---

**HIGH SCHOOL EXAMS.** Check the exams you have taken already. Put an X next to those you plan to take:

- |                                     |   |  |
|-------------------------------------|---|--|
| <input type="checkbox"/> HSPE       | <input type="checkbox"/> End-of-course exam(s)      | <input type="checkbox"/> PSAT                |
| <input type="checkbox"/> SAT        | <input type="checkbox"/> ACT                        | <input type="checkbox"/> SAT Subject Test(s) |
| <input type="checkbox"/> AP Exam(s) | <input type="checkbox"/> ASVAB (military)           | <input type="checkbox"/> ACCUPLACER          |
| <input type="checkbox"/> IB Exam(s) | <input type="checkbox"/> Cambridge Program exams(s) | <input type="checkbox"/> Other exams _____   |

**CULMINATING PROJECT.** Sometime during your senior year, you must complete a Culminating Project. At many schools, the Culminating Project is a senior presentation, in which the senior presents his or her portfolio and High School & Beyond Plan. What will you do for your Culminating Project?

---

---

---

**FUTURE GOAL.** What would you like to achieve in the next ten years of your life?

---

---

---

How has high school prepared you to achieve this goal?

---

---

---





## MAKING THE MOST OF HIGH SCHOOL

### THE HIGH SCHOOL & BEYOND PLAN

#### FAMILY HANDOUT

##### WHAT IS REQUIRED TO GRADUATE FROM HIGH SCHOOL?

To graduate from high school in Washington, students must meet four requirements:

- ▶ Earn high school credit (at least the minimum number required by your district);
- ▶ Meet standard on State tests (the High School Proficiency Exam and end-of-course exams);
- ▶ Complete a culminating project during senior year; and
- ▶ Prepare a High School & Beyond Plan.

##### WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

The High School & Beyond Plan is a collection of written documents that helps students set goals for the future and then take the steps needed to achieve those goals. The final plan will include:

- ▶ The student's interests and abilities, and the relationship to his/her current career goals;
- ▶ A four-year plan for courses taken during high school that is related to high school graduation requirements and postsecondary admission requirements;
- ▶ Research on postsecondary programs related to the student's goals;
- ▶ A budget for life after high school;
- ▶ The student's participation in postsecondary visits;
- ▶ A completed postsecondary application;
- ▶ A completed resume or activity log;
- ▶ A list of exams the student has taken during high school (such as the HSPE or the SAT); and
- ▶ Information about the student's senior year culminating project.

Students who are focusing on Career & Technical Education courses in high school will prepare a **Program of Study** to design a personal plan for their high school and postsecondary experience. This plan, along with the student's classroom instruction, will provide practical experience and enhance the student's personal communication, leadership, and teamwork skills.

You can learn more about the High School & Beyond Plan at the State Board of Education's web site:  
[www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf](http://www.sbe.wa.gov/documents/FAQ%20High%20School%20and%20Beyond%20Plan.pdf).

You can learn more about Career & Technical Education and the Program of Study at:  
[www.k12.wa.us/careerteched](http://www.k12.wa.us/careerteched).



## MAKING THE MOST OF HIGH SCHOOL

### RESUME (ACTIVITY LOG) WORKSHEET

#### WHAT IS A RESUME (ACTIVITY LOG)?

Your High School & Beyond Plan must include a completed resume. A **resume** (or activity log) is a good way to introduce yourself. It's just a piece of paper, but you will need one if you are applying for a job or an internship. A resume summarizes who you are and what you can do.

#### CREATING A RESUME

A good resume has four parts:

- ▶ **Contact information.** The top of your resume should include your contact information. This information is often centered on the page. You might want to print your name in a larger font or in bold so that it stands out. You want to make it easy for an employer to contact you! Make your resume easy to read by using lots of white space and a font size that is larger than 10 point.
  - Name
  - Address
  - Phone number
  - E-mail address
- ▶ **Objective.** Why do you want this job? Your objective is a short statement, usually just one sentence. It explains why you want the job. Your objective might say, "I am seeking a position that will allow me to use my computer skills."
- ▶ **Skills and strengths.** (This section can be combined with "Experience.") In this section of the resume, list your interests and abilities. Even if you've never held a paid job before, you have skills. What are they? Maybe you have tutored younger students or know how to develop a web site. Maybe you have run for office at school or organized a school event. When you write about your skills and strengths:
  - Use short points rather than complete sentences. (*Example: Organized fundraiser for Japan earthquake victims*)
  - Use action words. (*Examples: Led, organized, managed, designed, developed*)
  - Use numbers and percentages to quantify your accomplishments. (*Example: Organized fundraiser for Japan earthquake victims that raised \$5,000*)
  - Mention your technical or computer skills. (*Proficient with Office and Adobe Flash*)
- ▶ **Experience.** In this section, list your paid jobs AND volunteer activities. Describe each briefly. You can also list extracurricular activities, especially if these activities show your skills or dedication. You can also list awards you've received.



## RESUME/ACTIVITY LOG WORKSHEET, Continued

### GET STARTED ON YOUR RESUME

*Use the space below to take notes for your resume or activity log. Ask your teacher if you should just file this handout in your portfolio, or if you should use a computer to prepare a finished resume.*

#### Contact Information:

**Objective** (Why you want the job, what you hope to learn – if you aren't applying for a job right now, just write that you want to put your skills to work in the community):

**Skills and strengths** (remember, short points using action words):

**Experience** (Don't forget volunteer service, extracurricular activities, and awards. Show your positions and list your accomplishments in the groups you've joined):

# PREPARING FOR HIGH SCHOOL & BEYOND

## THE PROGRAM OF STUDY TEMPLATE

Name: \_\_\_\_\_ Career Cluster: \_\_\_\_\_ Career Cluster Pathway: \_\_\_\_\_

This Career Pathway Program of Study can serve as a guide along with other career planning materials as learners continue on a career path. Courses listed within this program are only recommended and should be individualized to meet each learner's education and career goals. This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements. Find customized Programs of Study at: <http://www.k12.wa.us/CareerTechEd/ProgramsofStudy.aspx>.

REQUIRED CREDITS	GRADE	English/ Language Arts (3.0 credits)	Social Studies (2.5 credits)	Math (2.0 credits)	Science (2.0 credits)	Fine Arts (1.0 credits)	Health/ Fitness (2.0 credits)	Other (5.5 credits)	Related Career & Technical/ Occupational Education (1.0 credits)	SAMPLE Occupations Related To This Pathway
Visit the OSPI or State Board of Education web sites for more information on state graduation requirements. Note: Local districts often require additional credits.										
9										
10										
11										
12										



# PROGRAM OF STUDY TEMPLATE, Continued

Name: \_\_\_\_\_ Career Cluster: \_\_\_\_\_ Career Cluster Pathway: \_\_\_\_\_

POSTSECONDARY EDUCATION OPTIONS				
Technical Certification <i>(Instruction provided through certified training and/or testing centers)</i>	Apprenticeship Opportunities <i>(To learn more, visit the Department of Labor &amp; Industries' web site)</i>	2-yr or ATA Degree <i>(Find specific colleges at <a href="http://www.checkoutcollege.com">www.checkoutcollege.com</a>)</i>	4-yr Degree of Adv Training <i>(Find specific colleges at the Higher Education Coordinating Board)</i>	SAMPLE Occupations Related To This Pathway

